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ABSTRACT

This guide describes a game-plan for a communication lab the goal of which is for group members to have an opportunity to learn and practice communication skills in a protected environment. The groups are not therapy groups although it is anticipated that the experience will be therapeutic. The guide presents: (1) a rationale for the game plan including structure, roles, and facilities; (2) discussions on the first and second year meetings of the communication lab; (3) a glossary of terms; and (4) appendices and a bibliography. (Author/JLL)

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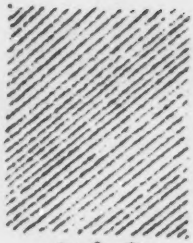

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A Game-Plan

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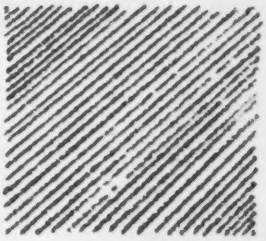

for a communication lab

Robert Burden

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for secondary students

CG 011309

A Game-Plan
for a
Communication Lab
for
Secondary Students

Developed by

Lois Sheffield, Zoe Griffith, Ann Fields

Pam Bradley, Jackalyn Rainosek and John G. Walker

AUSTIN INDEPENDENT SCHOOL DISTRICT

6100 Guadalupe

Austin, Texas 78752

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Edited by Lois Sheffield, Zoe Griffith and Ann Fields.

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AN OPEN LETTER

TO: Persons Who Desire to Use the Game-Plan

FROM: The Developers of the Game-Plan

We appreciate your interest in the Game-Plan. We are glad to share with persons who want to use it with secondary students to develop communication skills. While we want to share, we believe it is necessary for persons to be trained in the use of this specific plan. We believe the plan can be very helpful in working with groups if the goal, objectives and procedures are understood by those using it.

We feel the necessity, and have the desire, to give training to those who want to use the plan. We have developed a one-day training session which acquaints potential group leaders with the goals, structures, and techniques that we think are needed. After having this one-day program, the participants will be able to co-lead groups with an experienced leader. We feel very strongly that the plan should not be distributed to individuals unless they undergo this one-day session.

For additional information please contact us c/o Austin Independent School District, 6100 Guadalupe, Austin, Texas, 78752.

Lois Sheffield, Counselor, Editor of Game-Plan
Zoe Griffith, Project Reality Coordinator, Editor of Game-Plan
Ann Fields, Project Reality Teacher, Editor of Game-Plan, 2nd edition
Pam Bradley, Counselor
Jackalyn Rainosek, Counselor
John G. Walker, Counselor

PREFACE

This 1974 version of the Game-Plan is an elaboration and a refinement of the 1971 version which was developed by Lois Sheffield and Jo Vickland when they were both counselors at Pearce Junior High School, Austin, Texas.

We acknowledge the help of Perry Jackson, who was principal at Pearce in 1971 and who encouraged us to begin our group program.

Others have assisted. Particularly helpful was Dr. Matthew Snapp, Director of Student Development, who gave us much of our "know-how." We are grateful to Dr. Jev Sikes, who co-led our first student groups with us. Also we are grateful to Dr. Tomás Hinojosa, Director of Special Education, for supporting the development of these plans. And we wish to give special recognition to our typists, Frances Cornett and Jeanette Hurley, and to Robert Burden, who designed the cover.

We also appreciate the teachers and students at Pearce who have participated in the program. We give special thanks to Leon Rodgers, currently principal at Pearce, who encouraged us to up-date the material.

THE RATIONALE OF THE GAME-PLAN

I. GOAL

The goal of the communication lab is for group members to have an opportunity to learn and practice communication skills in a protected environment so that fewer misunderstandings will arise and so that those that do can be worked out more effectively. The groups are not therapy groups although it is hoped that the experience will be therapeutic.

II. OBJECTIVES*

The objectives of this Game-Plan are for members to have an opportunity

- to begin building trust in order to facilitate openness
- to become aware of feelings, to develop a vocabulary of feelings and to express feelings
- to examine commonalities and differences in attitudes, feelings, and behaviors among individuals
- to examine one's own strengths and to decide which strengths are important to oneself
- to listen effectively to people with whom one agrees or disagrees
- to express ideas that are in agreement or disagreement
- to improve problem solving techniques
- to transfer learning from the communication group to other situations
- to evaluate the group experience

*A detailed listing of objectives for each session is presented with the plans for that particular session.

III. EMPHASIS ON COMMUNICATION SKILLS

The communication skills that are emphasized in this lab are the following:

A. Using the I-statement. This skill is defined as speaking in the first person singular about one's own thoughts, feelings, or behavior and accepting responsibility for oneself.

B. Avoiding use of the third person. This skill is defined as the directing of statements or questions directly to the person involved and not to a third person. This skill encompasses the basic rule of these groups: never discuss anyone who is not present.

C. Identifying and expressing feelings. This skill is defined as getting in touch with one's feelings and learning to express them in terms other than "good," "bad," and "okay." To aid in developing this skill we suggest that The Feeling Chart (see Materials in First Session - First Year) be placed in the room throughout the entire sequence of the communication lab. (Also, see IV-E of Rationale for more information concerning the leader's role in helping members develop this skill.)

D. Reflecting. This skill is defined as repeating to the speaker what the listener heard to check for accuracy.

E. Responding. This skill includes reflecting plus one or more of the following: (1) paraphrasing, (2) questioning for clarification or further data, or (3) sharing one's own experiences or feelings.

F. Active listening. This skill includes responding plus being aware that there are feelings behind the content of what the speaker said. This skill does not necessarily encompass the identification of the speaker's feelings.

G. Hearing without evaluating. This skill is defined as one's being able to hear others express feelings and thoughts which might or might not be in agreement with one's own.

H. Discussing the act, not the person. This skill is defined as the process of separating a specific behavior of a person from his total personality, which includes his thoughts, feelings, and other behaviors.

I. Negotiating. This skill is defined as coming to an agreement. This may mean an agreement to disagree.

J. Gathering, analyzing, and applying data. This skill is defined as a mental processing which is, to varying degrees, a part of all the preceeding skills.

IV. PROCEDURE

There is a well-defined, yet flexible, procedure followed in the Game-Plan.

A. The composition of the group is specified to include:

1. Two adult co-leaders (see IV-E Role of the Leader and Co-leader).
2. Twelve secondary students in grades 7, 8, 9, or 10 who have voluntarily signed up for the program. On occasion a particular student may be asked whether or not he would like to join a group, but the student's decision is accepted. These plans are written specifically for 7th and 8th graders, but the developers believe that the Game-Plan could be used successfully with 9th and 10th graders who had not previously had any group experience. Guidelines for the use of the first or second year plans with the group depend on whether the members have had experience with the plans or other groups. If they have had experience, it may be more appropriate to begin with the second year plans.

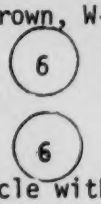
However, it is recommended that students from different grade levels not be mixed within a group. The group structure will need to be modified for less than twelve students.

3. Balance of sexes and ethnicity. This balance is desirable when using the Game-Plan. Leaders must modify the plans for the sessions which involve these characteristics if balances are not possible.

B. The physical arrangement is designated as a quiet room, preferably small with comfortable seating: on cushions, on carpeted floor, or in chairs arranged in a circle.

C. Group structure is an integral part of the Game-Plan. The structure called for in these plans is flexible, but it provides a systematic exposure to the technique and experience of effective communication. A flow chart is included in each plan to show which structures are used for each session. The seven structures used are:

1. Entire group in a circle, symbolically shown as .

2. Two separate groups of six, divided on basis of sex (noted B-boy, G-girl), ethnicity (noted Bl-black, Br-brown, W-white) or other characteristics, symbolically shown as 

3. Two groups of six with one forming a circle within another, sometimes referred to as inner and outer circles or fishbowl. Whenever inner and outer circles are called for, those on the inside are the speakers and those on the outside, the listeners. Those on the inside are given a sentence stem to complete and are encouraged to respond to each other. After those in the inner circle have had an opportunity to speak, the groups change places. The new inner group first reflects what they

heard, and then they may complete the same sentence stem or, for variety, another stem. To complete the process, the outer group listens and then moves back to the center to reflect what they heard. This structure is shown symbolically as

. The bracket above denotes the number of cycles. A cycle consists of completion of a stem by the inner group. It may or may not include reflecting by the outer group.

4. Empty chair(s) technique, a way of permitting a person(s) to join a group for a short time for a specific purpose. To use this structure the group is arranged in an inner and outer circle with those in the inner circle having a specific task assigned. One or two empty chairs are placed in the inner circle to permit a person(s) from the outer circle to move in and respond to a statement. When the person has completed his response, he returns to the outer circle so that someone else can take the empty chair. This structure is shown symbolically as
.

5. Triads, groups of three, formed by specific directions. When triads are called for, one of the three is generally in the role of observer. This structure is shown symbolically as
.

6. Dyads, pairs, formed by specific directions. When dyads are called for, one of the pair is generally the speaker, and the other, the listener. This structure is shown symbolically as X or with letters if the pair should have a specific membership; e.g., if the pair should be a boy and a girl, it is shown as B & G.

7. Role-playing, with at least two players following specific instructions. This situation calls for a small number of group members to act out prescribed roles while the others observe.

Role-play is shown symbolically as

.

D. The time requirement of one hour once a week for six weeks, preferably consecutive, is the minimum needed to use the Game-Plan.

E. The roles of the leader and co-leader are vital. They are expected:

1. To have had some group experience. The leader should be experienced, and the co-leader should have had at least one full day or the equivalent in training for this Game-Plan. Co-leading is an effective way to gain experience.
2. To be participants. Each leader shares of himself as he too takes part in the exercises unless he is instructed not to do so in a specific plan. As a participant he models how to use communication skills and how to handle risk-taking behavior. As a leader as well as a participant, he gives directions by saying "Let's" or "It would be helpful if----."
3. To help members learn to identify and express feelings. Throughout the Game-Plan group members are asked to express feelings. Using The Feeling Chart (see Materials in First Session - First Year) is one way to aid identification. Another way might be to ask members how parts of the body--such as hands, stomach, or face--feel when the feeling is experienced. If no name can be given to the feeling, at least the person is being made aware that something happens to his person when a feeling is being experienced.
4. To divide responsibility in specific situations. The leader assumes the major responsibility, but the co-leader can gradually assume more responsibility. The leader can open the session, give directions to the group as a whole, and can begin the processing and debriefing

(see Glossary) of the session. The co-leader assumes leadership in his small group when the structures call for two groups of six or inner and outer circles. He directs the activities for that group to insure that communication skills are emphasized.

5. To keep a check on each other so that one leader does not dominate the group.
6. To assist each other in picking up on anything one might not have observed, such as responses made or not made. After each session each leader can aid the other as they process their experience by giving each other feedback (see Glossary).
7. To employ specific interventions as needed. Seven such interventions are listed here, but this is, by no means, to be considered a complete list.
   a. The leaders protect the non-verbal participant by recognizing the right of anyone to remain silent. They will not permit other members to force someone to talk.
   b. If one person is using the group to dump (see Glossary) on another or is attempting to speak for the group, the leader can poll the group to get the feelings of other members.
   c. If one person is obviously being hurt, the leader can shift the emphasis away from that person to the person who is doing the hurting, thus encouraging that person to deal with his own feelings.
   d. If someone is receiving what might become an overload (see Glossary), the leader can (1) ask that person to repeat in his own words what he has been hearing and give him an opportunity to respond, (2) stop the interaction and ask the person if he

would like to respond to what he has heard thus far, or (3) stop the interaction with a structured intervention; e.g., move into triads or dyads.

e. The leader asks open-ended questions by using such words as how, when, who, but never why. A why seldom elicits the desired information.

f. The leader watches the time so that processing and debriefing (see Glossary) take place before each session ends. The leaders recognize that it is easy for persons to give a hi without a lo. When a lo is not given, the leader should ask for it. At the close of the first meeting, the leaders may want to model the process. Some examples of lo's are: "My lo was when I really liked what you said, Jerry, but I didn't tell you about it." "My lo was when I didn't get to respond to what the people in the other group were sharing." (See Glossary for Hi/lo.)

g. The leader is aware of ways to intervene when a member is monopolizing the group; e.g., sit by him, choose him for your partner (in dyads) and give him your undivided attention, ignore when possible his inappropriate behavior, thank him for what he has said thus far letting him know you would like to hear from other members, use a structural intervention.

8. To remember that the Game-Plan is provided to give a choice. With it, a leader may use it in its entirety, modify it, or ignore it. If the structure is modified, the leaders should remember to continue to use the same communication skills, to assume the same leadership roles, to recognize the importance of structure and to use structure to accomplish the objectives. Structure can go with the flow or against it. Its disadvantage is that it can create

dependence on the leader; its advantage is that it can provide a safe and secure environment for the leaders and the participants.

V. MATERIALS NEEDED

A list of the materials needed for each session of the Game-Plan is given at the beginning of that particular plan.

VI. FORMAT OF THE GAME-PLAN

Each session of the Game-Plan has listed the objectives, the communication skills to be emphasized, the materials needed, and the group flow chart for that session.

All comments of the leader are written on the right-hand column of the page. These comments need not be used verbatim, but the directions as given are important and should be followed closely. On the left are notes that should be helpful to the leader.

It is recognized that the goal of the lab--teaching communication skills--can be met even though the leaders depart from the Game-Plan. However, all leaders must have a thorough understanding of communication skills, of group structures, and of the role of the leader and co-leader as presented in the Rationale in order to accomplish the goal. The Game-Plan, as presented here, is a flexible yet systematic approach to the goal.

The Feedback Form which appears in Appendix III is to be used by the leader and co-leader to critique each other and to record information from each session which will be used in the final session. The Feedback Form which appears in Appendix IV is to be used to provide the developers of the plan with information for revision of the plan and writing of different levels. Your input is important!

COMMUNICATION LAB

FOR SECONDARY STUDENTS

FIRST YEAR

COMMUNICATION LAB
FOR SECONDARY STUDENTS

First Year - First Group Meeting

OBJECTIVES

. To develop a vocabulary of feelings

. To begin building trust in order to facilitate openness

COMMUNICATION SKILLS TO BE EMPHASIZED

. Identifying and sharing feelings

. Active listening

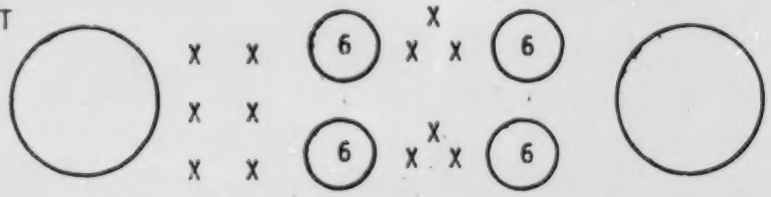
. Responding

MATERIALS NEEDED

. Feeling Chart

. Excused absence permits

GROUP FLOW CHART



Notes for Leader	Comments of Leader
Begin meeting with discussion of "housekeeping rules." These rules will vary with each school situation.	
Leader stresses this.	"Before we start our meeting today there are a few things I'd like to mention. You'll come directly here without going to class first; you'll sign an excused absence permit that we'll give to your teacher to let him/her know where you've been. There's really only one rule that we have and that is if we talk about an individual (including a student or teacher), he/she must be in the room.
Leader may ask for any questions.	
Begin name game. Leader may wish to vary opening exercise by having students give their names and favorite TV shows or songs.	"In order to introduce ourselves, we are going to do a get-acquainted activity. Each of us will give our first name and favorite food. I'll say my name and favorite food

first. Then the person next to me will give his name and food, and then mine, and so on around the circle.

Begin commonalities exercise - co-leaders participate.

If leader is familiar with all the group members, he may wish to change the commonalities to fit his group.

"Now we know a little about each other, and I'd like for us to find out more. Sometimes it's difficult to tell what we each have in common with another person. Let's see now whether we in this group have some things in common.

a) Let's everyone who's glad to be here get up and walk around, and then take a different chair.
b) Now everyone who is wearing pants walk around.
c) Everyone who was born in this city/town.
d) Everyone who was born in another state.
e) Everyone who has gone to more than 3 schools.
f) Everyone who's the oldest in the family.
g) Everyone who's the youngest in the family.
h) Everyone who has been in the circle less than 3 times.

After each commonality ask the members to sit in a different chair.

Form dyads.

"Now that we've learned some information about each other, let's pick a partner - perhaps someone we don't know very well - and talk to each other for a few minutes. Let's tell our partner something about ourselves such as our hobby, the schools we've attended or what we like to do.

Allow pairs to talk briefly.

After partners have shared, leader gives the stem. Make sure "The Feeling Chart" is displayed to help members identify feelings. It is important to get the group members to identify feelings by names other than "good," "bad," or "okay."

"Now let's share with our partner, A time I had a good feeling was - - - -. As we think about this, here's something (point to 'The Feeling Chart') that might help us identify our feelings. One of us will start and tell our partner about the time we had a good feeling. The listener will repeat what he's heard. Then we'll trade roles. The speaker will become the listener and the listener will be the speaker. The listener will repeat, or reflect, what he's heard.

Form groups of six with a co-leader in each group.

Leaders should watch time so that groups will move into next stem at the same time.

"Let's get into 2 groups and introduce our partner using the information we just learned. Let's spend a few minutes sharing. As we begin sharing, let's think about ways to respond to the speaker to show that we are hearing each other. You know there are many ways of responding. We can add something to the statement, restate it in another way, ask a question for clarification, or just repeat it.

Both groups need to begin talking about the favorite place at the same time so that each co-leader can set the mood for his group or one leader can set the mood for both groups. Leader uses a soft voice.

"Let's think about completing the stem, My favorite place is - - - -. You may want to close your eyes to imagine that you're there. What colors do you see, what sounds do you hear, what are the things that you can smell, how do you feel?

Pause for just a minute to let them really get in touch with this place.

Share with a different partner in circle of six.

"Now let's choose a different partner from within this group and share, My favorite place is - - - -.

Reflect and reverse.

"When the speaker finishes, the listener will tell him what he heard him say and then change roles.

Stay in same group of six and ask partners to share what they have learned. Make sure that feelings are expressed. If the discussion strays from feelings, leader might say, "How do you feel when you're at your favorite place." Encourage responding. They will be sharing what their partners said, but it is important to go to the original person for such clarification.

"Let's get back into our group of six and share what we've learned about our partner's favorite place. Let's remember to respond to each other.

When groups finish, form one large group.

"Let's get into one large group.

Begin processing. Emphasize facts, content and/or techniques.

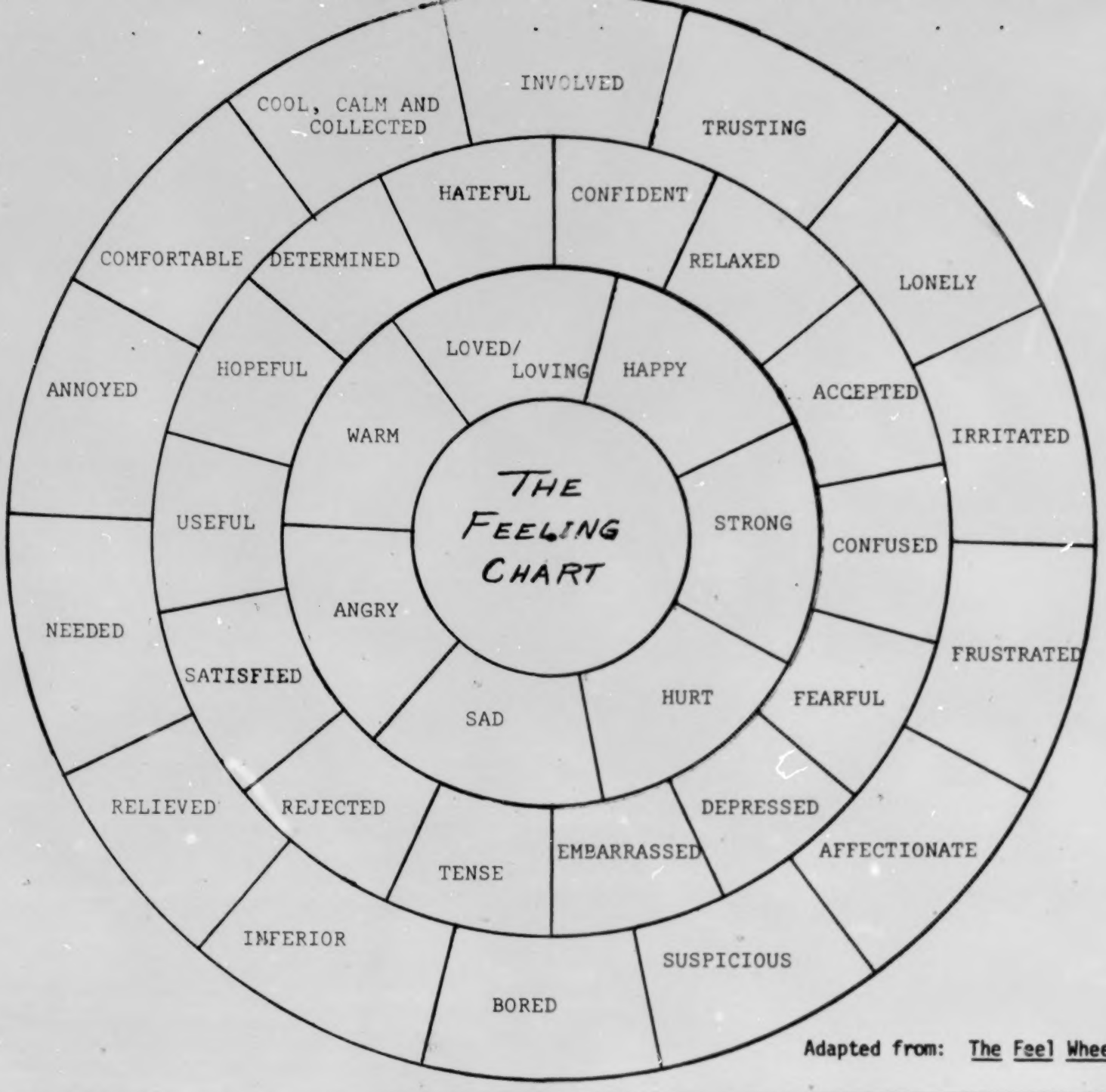
"What's happened today? What have we done? Where are we now? Who can remember what someone other than his partner shared about his favorite place? Perhaps you can remember what someone in the inside circle said while you were on the outside. How were the places we talked about alike? How were they different?

Begin debriefing. Emphasize attitudes and feelings.

"What were some of the feelings we talked about? How were they alike? How were they different? How did it make you feel when someone remembered your favorite place?

"Let's talk about how we felt when we came in here. How do we feel now? Is there any difference in the feeling? If so, what caused the change?

Begin hi-lo feedback (see glossary).	"I'd like to share with you my hi and lo for today.
If someone gives a hi with no lo, ask for a lo - and vice versa.	"I'd like for you to share your hi's and lo's."



Adapted from: The Feel Wheel Game

COMMUNICATION LAB
FOR SECONDARY STUDENTS

First Year - Second Group Meeting

Boy - Girl Feelings

OBJECTIVES

- To enable the group members to feel more comfortable in talking about feelings concerning the opposite sex
- To examine some behaviors that might make the opposite sex either comfortable or uncomfortable
- To provide an opportunity to discover common attitudes and feelings among persons, regardless of sex

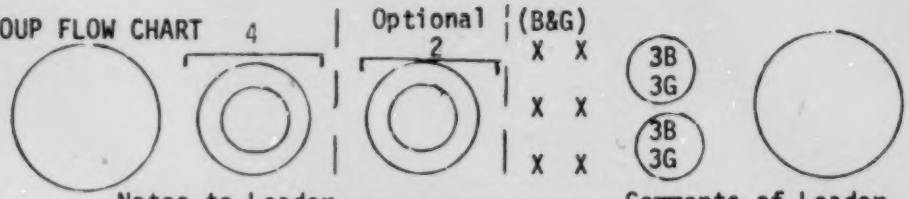
COMMUNICATION SKILLS TO BE EMPHASIZED

- Active listening
- Expressing feelings

MATERIALS NEEDED

- Feeling Chart
- Excused absence permits

GROUP FLOW CHART



Notes to Leader	Comments of Leader
Opening statement.	"I've got something prepared for us to do, but if anyone has something on his mind that he'd like to bring up, let's go ahead with that.
WAIT!! If no one brings up a subject, say - - - -	"I thought it might be fun for us to find out we're people as well as girls and boys.

Divide into a group of boys and a group of girls. Have girls form an inner circle and boys on outer circle. Girls will complete first stem.	"Let's divide into two groups: one of boys and one of girls. Would the girls form an inner circle and the boys an outer circle? The girls will complete a sentence stem, and the boys will listen. The statement the girls will complete is, I don't like boys who - - - -.
Leader reminds group to respond.	
Reverse and reflect. Encourage responding.	"Now let's have the boys come to the middle and reflect or tell what they heard.
	"Now let's have the boys complete the stem, I don't like girls who - - - -.
Reverse and reflect. Encourage responding.	"Now let's move the girls to the middle and let them tell what they heard.
	"Girls now complete the stem, I like boys who - - - -.
Reverse and reflect. Encourage responding.	"The boys can now move to the middle and reflect what they heard.
	"Boys complete the stem, I like girls who - - -.
Reverse and reflect. Encourage responding. Material between dotted lines is optional. Leader should watch time.	"The girls can now move to the middle and tell what they heard.
- - - - - - - - - - - - - - - - - - - -	- -
Leader might wish to refer to feeling wheel.	"Now let's have the girls talk about how it feels to be a girl.
Reverse but do not reflect.	"The boys can now move to middle and talk about how it feels to be a boy.
- - - - - - - - - - - - - - - - - - - -	- -
Form dyads of boys and girls.	"Now let's get into pairs of one boy and one girl. Let's sit quietly for a minute and think of an ending for this sentence stem, The kind of person I would like to be is - - - -.
Wait one minute.	
	"Now let's complete the stem with one speaking and the other listening and responding. Respond so the speaker will know you are hearing what he says.
Reverse roles.	"Now let's reverse and let our partners complete the statement, The kind of person I would like to be is - - - -.

Encourage responding.

Form two groups of half boys and half girls.

"Now let's get into two groups with our partners, and let's share what our partner told us about the kind of person he or she would like to be.

Leader should respond to members by using such statements as, "How do you feel when a person is understanding, warm, etc., towards you?" or "How would you feel if you were rich?"; "How do you feel around well-known people?" These questions can help clarify the description of the kind of person the student has stated he would like to be.

Get into one big group and begin to process and debrief by drawing similarities and differences, making sure nothing is left hanging.

"Now let's get into one group and talk about what's happened today. What were the similarities? What were the differences? Did all boys agree? Did all girls agree? Were boys and girls alike in any way?

"How do you feel now as compared to how you felt before the group?

Leader may need to model hi/lo.

"Would anyone like to share hi/lo for the group today?"

COMMUNICATION LAB
FOR SECONDARY STUDENTS

First Year - Third Group Meeting

Some New Ways to Deal With Integration

OBJECTIVES

. To become aware of feelings

. To facilitate ventilation of feelings

. To recognize individual commonalities and differences

COMMUNICATION SKILLS TO BE STRESSED

. I-statements

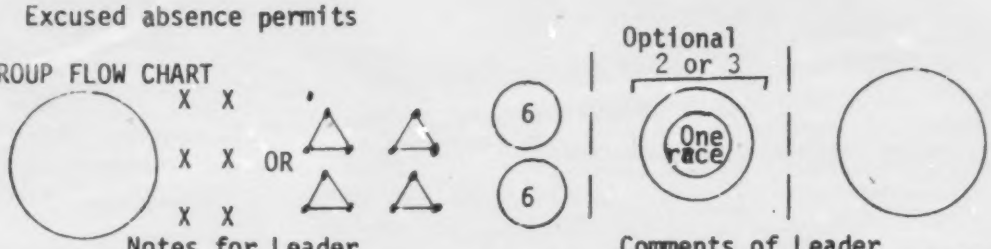
. Identifying and sharing feelings

. Hearing without evaluating

MATERIALS NEEDED

. Excused absence permits

GROUP FLOW CHART



Notes for Leader	Comments of Leader
	"I've got something prepared for us to do, but if anyone has something on his mind he'd like to bring up, let's go ahead with that.
Wait!!	"Some of us may have spent all or most of our school years in integrated schools. For others, integrated schools may be a new experience. Whichever is the case, many of us have discovered the need to learn to deal with some new situations. Today I thought this might be a good time to talk about it.
Leader may want to ask students to define "integration." Any simple definition may help. Examples can include concepts such as having different races in school or "busing."	
Pause. It is extremely important to stress behaviors here as opposed to opinions. For example, "What is it that someone does that you like or dislike, or that causes you to feel that way?"	

If this becomes negative, say:

"Let's see how we can make these situations work positively for us.

"Every contact between people either adds to or subtracts from their relationship. Let's keep that in mind as we talk with one another. If we want to add a + (plus) to relationships, we can learn how to do it. We also can learn about things we do to prevent that, and then we can do something about it.

"Let's take some time to get to know each other better. Let's get into pairs (or threes), mixing races as much as possible and complete the sentence, When I see

Choose the combination which is appropriate for your setting. If you have just a few members of an ethnic group it would be appropriate to have some pairs and some groups of three.

black and white
black and brown
brown and white
black, brown and white

students together in the halls (or cafeteria - leader's choice) I feel - - - -. Reflect to your partner(s) what he (they) has (have) said. Take turns completing the sentence and reflecting.

"Let's combine now to make groups of six Let's share with this group what our partner(s) has (have) said. As people share, let's listen for like feelings and feelings which are different.

It's important to use names in sharing.

Watch here to see that group members are sharing feelings. For example, if someone says, "- - -I think they're going to fight," ask how it makes him feel. They will be sharing what their partners said, but it is important to go to the original person for such clarification.

"Who has noticed likenesses and differences and would like to share those?

Again, use names in sharing.

Material between dotted lines is optional. Leader should watch time.

- - - -

use option if this will leave no time for what follows.

The leader decides which group goes first. You may want to choose the most verbal.

Use in the stem whichever group or groups is appropriate, using ethnic group(s) other than their own. Encourage responding.

"Let's put one ethnic group in a center circle and everyone else make an outer circle around them. Only the inner circle may talk. The outer circle must listen. Inner circle completes this sentence, I feel bad when someone black / brown / white - - - -.

"Let's put another group in the middle and the first group on the outside. First let's reflect what we've heard. Now let's complete the same sentence.
Without changing places the outer group reflects what they've heard.

Repeat two or three times as necessary for number of ethnic groups represented. If there are very few of one group it would be best for them to share in the whole group and not be in the center.

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COMMUNICATION LAB
FOR SECONDARY STUDENTS

First Year - Fourth Group Meeting

Interactions Between Students and Teachers

OBJECTIVES

- To identify the three parts (ego states) of individuals
- To recognize ways of bringing out the Adult so that a "declaring" transaction will occur

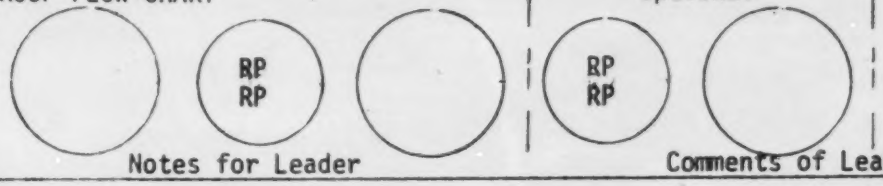
COMMUNICATION SKILLS TO BE EMPHASIZED

- I-statements
- Gathering, analyzing, applying data to situation

MATERIALS NEEDED

- Envelope containing two scripts for the role-play situation
- Two rectangular posters with Person I and Person II printed on them. Two circles made of posterboard with Parent, two with Adult, and two with Child printed on them. Two arrows made of posterboard to help indicate transactions
- An alternate could be one poster with circles representing Parent, Adult, and Child of two people. Use pointer to show transactions occurring
- Excused absence permits

GROUP FLOW CHART



Notes for Leader	Comments of Leader
Leaders should read about role-play in Appendix I and three ego states in Appendix II before beginning.	"I've got something prepared for us to do, but if anyone has something on his mind that he'd like to bring up, let's go ahead with that. "Approximately eight hours of our day is spent at school. During that time, we continually interact (talk, communicate) with each other. Sometimes we agree with each other and sometimes we don't. We may find it easy to talk to each other or we may not.

"Let's role-play a situation between a teacher and a student. Who would like to participate?

One of the group leaders might want to play the teacher.

Leader hands out scripts for the role-play situation.

Script 1: You are an English teacher in a junior high school. One of your students is unhappy with an assignment you have just given. You get into a conflict with the student. You continually use the word should in talking to him/her. (Examples: "You shouldn't question the assignment"; "You should not talk to me that way.") Allow student to start discussion.

Script 2: You are a seventh grade student. Your teacher has just asked you to define 40 words for tomorrow. You think it is a "dumb" assignment. (Examples: You could start an argument by saying: "I am not going to do that assignment. I don't care if you give me an 'F.' I am not going to do it.")

A leader should take group members who are participating in role-play aside to make sure they understand scripts.

Give other group members a general description of the situation and behaviors they might look for in role-play.

"_____ is the student and _____ is the teacher.

"Let's watch carefully what happens during the role-play. Be able to describe the action. Have suggestions on how the teacher and student might change so they could come to some understanding.

"Begin the role-play.

Leader lets role-play go on for about five minutes, or until a trend is clear, then stops it. Process.

"Let's stop the role-play at this point.

"Could someone describe what happened? Should something else be added?

Leader lets role-play participants debrief.

"How did each of you feel in the teacher-role/student-role?

Discussion of ego states involved.

"As you noticed in the role-play the teacher and student were in conflict with each other. We often argue with others because we do not have enough facts or data from the other person to help make a decision.

"I think it is helpful if we realize that all of us have three parts--Parent, Adult and Child--which describe how we act.

Display rectangles and circles and use arrows to show transactions. (Or use posters and pointer.)

Try to give this information without appearing to lecture.

"Your parents, your baby brother or sister have a Parent, Adult and Child. It doesn't matter how old anyone is.

"The Parent can be either judgmental or caring about others. The Parent statements which show judging include such words as should and ought. Words such as stupid, naughty, and ridiculous also show a judgmental Parent.

The caring or nurturing Parent might show concern or say 'That was well done.'

The question "Why?" has been omitted here because it so often brings the answer "Because I want to," instead of eliciting the desired information.

"The Adult asks questions using such words as what, where, when, who, and how in order to obtain information. After persons have information, they can decide how the information will be used.

"The Child may include an adapted Child or a natural Child.

The adapted Child is one who follows the 'do's' and 'don't's' of his mother, father, teacher, etc. The natural child may be fun, happy or rebellious.

Some Child statements are: 'Ok, I'll do that,' (if adapted), or 'I wish,' 'I want,' 'I don't care,' 'When I grow up,' (if natural). The word wow might be used by a carefree, happy, fun-loving Child.

The Parent ego state may dominate the teacher part. The student will probably be the rebellious Child.

"Let's think back to the role-play. Can someone tell us which part (Parent, Adult, Child) was most important in describing how the teacher behaved? Which one described how the student behaved?

"What suggestions could you make to change the roles to bring out the Adult of the student and the teacher?

At this time, leader might ask these same students to role-play the same situation again.

Process as before.

Leader should watch time. Perhaps students can role-play additional situations. Process after each.

"Would two of you like to set up another role-play situation between a teacher and a student and role-play it?

"Let's talk about what has happened today. Who can tell us what we did? What did the role-play situations involve? What are the three parts that describe our behaviors? How can you tell whether a person is using his Child, Parent, or Adult?

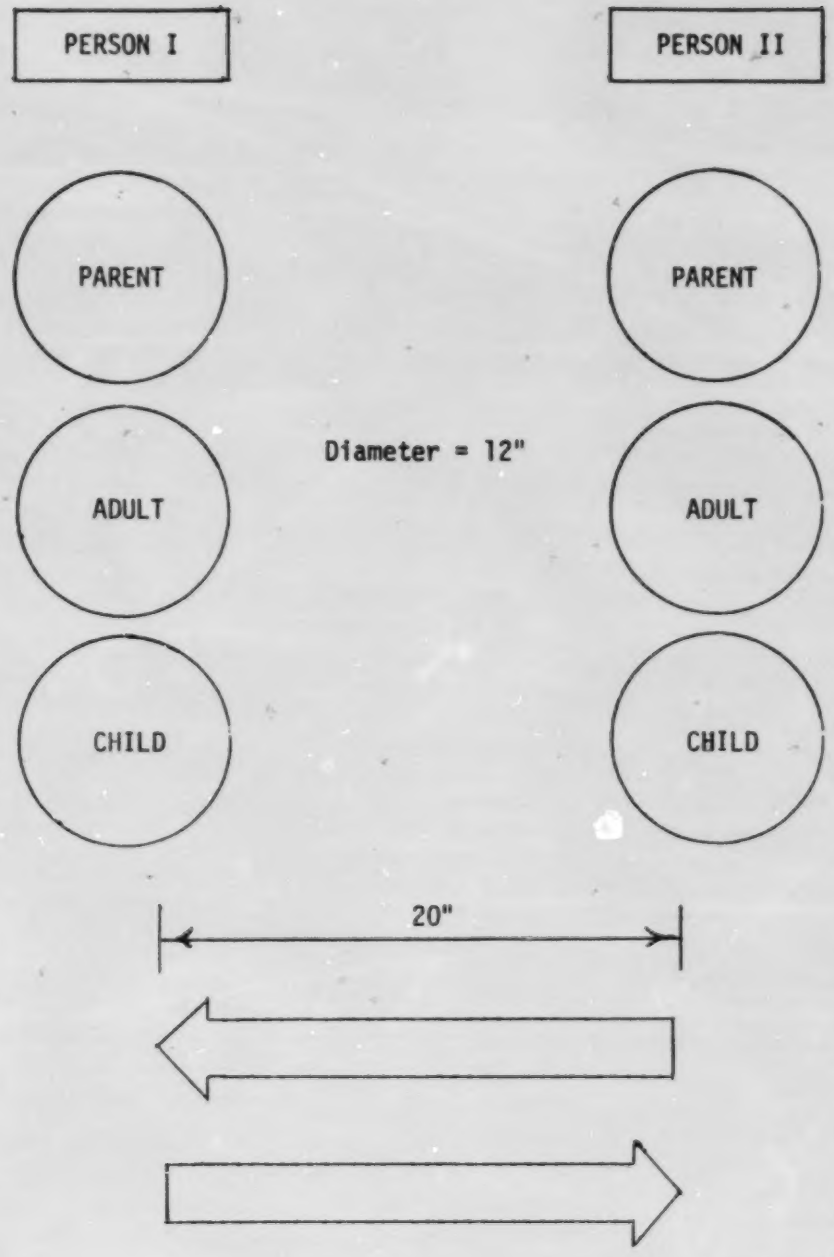
Debrief.

Leader might structure by giving a hi and then a lo. Lo might be less threatening or destructive if made by pointing out that you didn't say something or recognize what someone was doing. (For example: "My lo was I didn't tell you that I liked the way you shared with us.")

"How did you feel about our meeting today? What was a hi and what was a lo point for you?"

MATERIALS

FOR FOURTH GROUP MEETING



Place Person I and Person II cardboard signs on floor first. As you give separate parts place that part under each sign - Person I and II. This enables the group members to visualize more clearly the three parts. As you describe a part always point to it. The arrows are not to be used until you begin describing how a teacher and student, etc. are communicating with each other. Two arrows help to illustrate how each person is involved in the transaction.

COMMUNICATION LAB
FOR SECONDARY STUDENTS

First Year - Fifth Group Meeting

Families

OBJECTIVES

- To enable the group members to be better able to discuss problems with their families
- To give the group members an opportunity to role-play some situations to see possible alternate ways of dealing with family problems

COMMUNICATION SKILLS TO BE STRESSED

- I-statements
- Responding and reflecting

MATERIALS NEEDED

- Excused absence permits
- Scripts for role-play (see next page)

GROUP FLOW CHART

Notes for Leader	Comments of Leader
Opening statement.	"I've got something planned for us today, but if anyone has something on his mind that he'd like to talk about, let's go ahead with that.
Wait!!	
Form dyads.	"Let's all choose a partner, someone we might like to know better or would like to share something with. "Let's think for a minute about our family, and then complete this stem with our partners: My biggest problem at home is - - - -."

Explain reverse and reflect, if needed.

"One of us will begin talking and the other will listen. When the speaker finishes, the listener will reflect what he hears his partner say. We will then reverse roles as speaker and listener.

Form two groups of six.

"Let's now get into two groups and share what our partner has told us. Before we begin sharing, let's remember to respond to each speaker to show that we are hearing what they have to say.

See section in Rationale on communication skills for responding.

If, during the discussion, a situation arises that would be good to role-play, the leader can ask if the group (of six) would like to try it. If so, have the group member who brought the situation up give some background. Members will then decide who will take what roles; encourage the member not to play himself. If no one wants his situation role-played, the leader can ask the members to think of another one.

"Can someone come up with an example of a conversation or argument that you had with someone in your family that you wouldn't mind sharing with us?

Talk about role-play. See notes in Appendix I.

If nothing happens, leader can suggest the following situations:

Your father (or mother) and you have had numerous arguments about your hair or your clothes. You're about to leave for school and one of your parents says - - - -.
Your mother (or father) has stated on several occasions that she/he disapproves of some of your friends. She has given no specific reasons, but has said that they might "lead you in the wrong direction" or get you in trouble. You have been asked by one of these friends to spend the weekend at his/her home. You are about to ask your parent(s) to go, and - - - -.
You've just asked your parents to go somewhere and they have consented, but they tell you to be home by 9:00. You know that your friends will be staying until 11:00. Try to convince your parents to let you stay until 11:00 P.M.

After situations have been set-up in small groups, form one large group.	"Now that we have our situation in mind, let's get into one large group so that we can present our situations.
After each role-play situation, process and debrief the situation. Be sure to ask each person the feelings he had while in the role.	"Now let's talk about what happened. How did you feel playing your role? What thoughts were running through your mind? Has this helped you in dealing with the situation?
Leader should try to relate outcomes to previous meeting on T.A. If time permits, replay the situation, asking the person who brought up the problem to play himself. If it is replayed, process as before.	"What positions did each member take? Were they communicating as Parent, Adult, or Child?
Role-play second group situation using same procedure. Remember to process each role-play.	"Now let's play the other group's situation as we did the first.
Divide into two groups and fishbowl. Inside group will respond to stem given by leader.	"Let's have every other person pull to the middle and form an inner circle. The outside circle will listen while the inner circle completes the statement, The things that I want that my parents' generation doesn't are - - - - (or, Some ways I'm different from my parents are - - - -)
Reverse.	"Now let's have the outer circle come to the middle and have the inner circle move outside and act as observers. The new inner group will complete the statement, Something I like about my family is - - -. (or The ways my family and I are alike are - - - -.)
Move into one group and continue discussion.	"Let's get into one big group. Is there anything anyone would like to add? What happened today? What are some of the things we've been talking about? Were there any similar ideas? Were there any different ideas?
	"Let's talk about what happened when we acted some situations out. What were some of the feelings we felt and talked about? How can you use this information with your family?
Leader might model hi/lo again.	"Where are we now? What are some feelings that we have now? Would anybody like to share a hi/lo for today's session?"

COMMUNICATION LAB
FOR SECONDARY STUDENTS

First Year - Final Group Meeting

Sharing

OBJECTIVES

- To express feelings
- To deal with separation (if appropriate)
- To evaluate the group experience
- To think about transfer of learning from the group to other situations

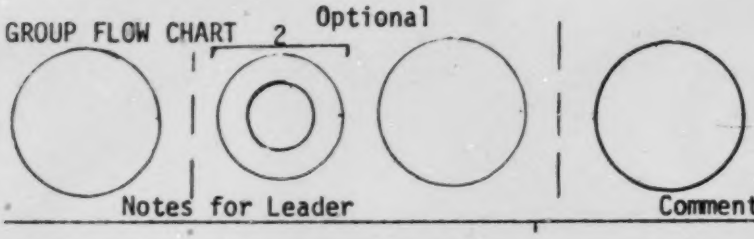
COMMUNICATION SKILLS TO BE EMPHASIZED

- I-statement
- Active listening

MATERIALS NEEDED

- Leaders' notes from previous meetings (see Appendix III)
- Excused absence permits

GROUP FLOW CHART



The leader needs to be "heads up" during this last session so that he can be aware of any separation anxiety that the group or any individual is experiencing. This anxiety may be openly expressed but is more apt to be manifested by the group's getting off task or by not wanting to do anything. Not only should the leader be sensitive as to where the group is, but also sensitive as to where his own feelings are as regards separation. To open, the group is in one large circle.

It's important that the leaders have kept notes on the first five session. They need to mention some specific information about each meeting <u>but</u> without mentioning any names.

"Today is our last meeting. Let's think for a little while about our last five meetings. Let's close our eyes and try to remember these sessions. Think about the first time we met. We talked about - - - -. <u>Do</u> you remember how you felt that first time? <u>Was</u> there something you learned that day or something you became aware of again that you would like to share with the group in a minute? Try to file that thought and now let's think about our second meeting during which we expressed boy and girl feelings. We talked about - - - -.

The leader will review all five meetings and each time ask 1) <u>How</u> did you feel? 2) <u>What</u> did you learn or become aware of again?

After all five sessions have been reviewed, leader continues.

"<u>Does</u> anyone want to share anything he thought of as we reviewed our last five sessions?

Leader should note which sessions are mentioned and which are not.

If it seems appropriate, an immediate processing might be used here - especially if it can be used incidentally. Example: "I notice we are using I-statements" or "We are talking not only about what we did but also about how we felt."

Leader, again "heads up," needs to think about whether the group is <u>into</u> this experience. If they are getting off task or are doing nothing, he might want to go into this structure. Otherwise continue with plan following this insert.

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Hopefully, students have learned to respond to each other.

"Let's put every other chair into an inner circle. Remember, the outer circle listens. The inner circle will complete this stem, <u>One time when I moved, I felt</u> - - - -.

Groups change places and inner group reflects.

"Now the outside group is to move inside and reflect what they've heard.

"Now the inside group will complete this stem, <u>One time when a weekend with friends ended, I felt</u> - - - -.

Groups change places. New inside group reflects.	"Let's reflect what we just heard."
One large group formed.	"Let's form one group now and talk about the feelings we've been expressing. What are the similarities and/or the differences of these feelings when compared with our feelings of today?

- -

If the leader decides that the stems about moving day and weekend (the alternative within the dotted lines) are not needed, he can omit them and move on, with the group in one large circle.	"Let's spend some time talking about our feelings about this group experience. We'll do this by completing several stems. remember to respond to each other. If I had another opportunity to be in a communication group, I - - - - -.
Responding is important here.	"I think communication groups would be improved if - - - -.
	"It made me feel good when someone else in the group - - - -.
	"It made me feel good when I - - - -.
Processing and debriefing.	"Now let's talk about what we've been doing. What's happened today? How was today different from our other meetings? How do we feel now? What were our feelings at the beginning of today's meeting? What were our feelings at the beginning of our first meeting?
The leader can use his discretion about asking students to think about and answer these questions: What kind of person did I think you were that first day?"; "How do I see you now?"	
Hopefully, students will talk about communication skills and the transfer of this learning to other situations.	"What can I do with what I've learned in these six weeks? How have I practiced what I've learned?
	"What are our hi/lo feelings of today? Of entire six weeks?"

COMMUNICATION LAB

FOR SECONDARY STUDENTS

SECOND YEAR

COMMUNICATION LAB
FOR SECONDARY STUDENTS

Second Year - First Group Meeting

OBJECTIVES

. To begin building trust to facilitate openness

. To develop a vocabulary of feelings

COMMUNICATION SKILLS TO BE EMPHASIZED

. First person I-statements when sharing

. Reflecting and responding

MATERIALS NEEDED

. Sheets of paper, approximately 5" x 8"

. Pencils

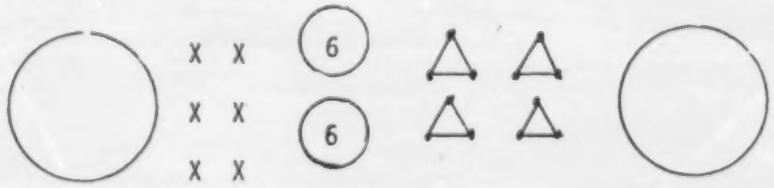
. Pins

. Feeling Chart (See Sample on page 20. A larger copy could be displayed on the wall.)

. Four slips of paper with the four ways of responding written on them (See explanation of responding in text.)

. Excused absence permits

GROUP FLOW CHART



Notes for Leader	Comments of Leader
Begin meeting with discussion of "housekeeping rules." These rules will vary with each school situation.	
	"Before we start our meeting today, there are a few things I'd like to mention. You'll come directly here without going to class first; you'll sign an excused absence permit that we'll give to your teacher to let him/her know you've been here. There's really only one rule that we have and that is, if we talk about an individual (including any student or teacher) he must be in the room.
Leader stresses this.	

Leader may ask for questions.

Give each student a sheet of paper and pencil. Co-leaders participate also.

"Let's write some things on this sheet of paper that will help us get to know each other better. In the middle of the sheet, let's print our first name (pause). In the top left-hand corner let's write our favorite food. In the bottom left-hand corner write a word that describes us. For example, how would you fill in this sentence. 'Right now I am _____.' In the top right corner, let's write something we like to do--our hobby. In the lower right-hand corner let's write a feeling that we sometimes have. Perhaps you'd like to look at this (point to feeling chart) to help you identify some feelings.

Leader should make sure feeling chart is displayed to help members identify feelings.

Pass out pins.

"Now let's pin this paper on us. After we've done this, let's <u>silently</u> walk around the room reading everyone's paper. When you're finished, stand still.

Form dyads and then allow a minute or so to get better acquainted.

"Now let's choose someone in the room we don't know well--perhaps some word on a name tag was particularly interesting. Let's share why we chose our partner as we did.

"Let's share with our partner more about our hobby, or the word chosen to describe ourselves.

Give sentence stem for partners to respond to using answer on lower right-hand corner of nametag.

"Now let's think about <u>A feeling I sometimes have is</u> ----. Let's share this feeling with our partner and also tell him what causes this feeling. One of us will begin sharing while the other person listens. Then the listener will repeat what he's heard. Then we'll change roles. The speaker will become the listener and the listener will become the speaker.

Reflect and reverse.

Form two groups of six with a co-leader in each group.

"Now let's form two groups and share what we have learned about our partner. Before we begin, let's remember to respond to each other. There are many ways of responding. We can add something to the statement, restate it in another way, ask a question for clarification or just repeat it.

Explain responding.

After sharing is completed process what's happened.

"<u>Who</u> can remember what's been said? Were any of the situations similar? <u>What</u> were

some of the feelings that have been talked about? Were any of the feelings similar? Can you remember who expressed which feelings?

Form triads.

"Let's get into groups of three. One person will speak, one will listen, and the third person will be the observer. The person who is observing will check on the way that the listener responds to the speaker. The observer can also add anything that the listener might have left out in responding to the speaker.

Give observer slip of paper with four types of responding written on it.

Ways of responding:
1. Adding to statements by sharing one's own feelings and experiences
2. Questioning for clarification or further data
3. Restating in different words
4. Repeating

"Now for those of us who are speakers, let's complete this statement A feeling that I have that I sometimes cover up is ----. When the speaker is finished, the listener will respond. After the listener has responded, the observer will explain the way(s) the listener responded.

Co-leaders float from group to group to see that no one spends too much time in each role. Make sure everyone gets a chance to be in each role. The paper with types of responding is passed on to each observer.

"When we finish, let's change places so another person will be the listener, the observer and the speaker. Each speaker will complete the same stem.

Form one large group and begin processing. Emphasize facts, content, and/or techniques.

"Now let's form one group and talk about what happened in our groups of three. How were we responding? What else has happened today? What were some of the other things we've done?

Begin debriefing. Emphasize attitudes and feelings.

"How did you feel when you first came in here? How do you feel now? Are the feelings different? What caused the difference?

Begin hi/lo feedback (see Glossary). Ask members to give hi/lo. Be sure to ask them for a lo if one isn't given - and vice versa.

"I'd like to share with you my hi and lo for today. I'd like for you to share your hi and lo with us."

COMMUNICATION LAB
FOR SECONDARY STUDENTS

Second Year - Second Group Meeting

Boy and Girl Feelings

OBJECTIVES

- To listen to people with whom one disagrees
- To express thoughts that are in disagreement
- To identify and express feelings

COMMUNICATION SKILLS TO BE EMPHASIZED

- Active listening
- Negotiating differences

MATERIALS NEEDED

- Two sheets of typing paper folded lengthwise down the center. On one sheet write Boys are on each side of the fold; on other sheet, write Girls are on each side of fold
- Two copies of list of professions and activities as described in text
- Pencils
- Excused absence permits

GROUP FLOW CHART

Notes for Leader	Comments of Leader
	"I have something prepared for us to do, but if anyone has something on his mind that he'd like to bring up, let's go ahead with that.
Leader should wait a minute to see if anyone wants to bring up a topic. If someone brings up a subject, discuss that; otherwise, continue with plan.	
Leader explains structure and gives the sheet marked Boys are to the boys and the sheet marked Girls are to the girls.	"Let's divide into two groups, one of boys and one of girls and each group select a recorder. In three minutes write as many answers as you can think of to complete the sentence Boys are (for boys) and Girls are (for girls).

After three minutes the leader should call time.

"Now let's exchange papers; and on the other half of the paper, in three minutes, list answers to Boys are (for girls) and Girls are (for boys). Let's don't look at the other side of the paper yet. We will compare in a minute.

After three minutes, leader calls time.

"Let's return the sheet marked Boys are to the boys and the sheet marked Girls are to the girls. Now let's unfold the paper and compare the lists. First let's scratch through the words that are identical on each list. Of the remaining words, decide whether each word is a positive or negative word. Let's put a plus by the positive words and a minus by the negative words.

Let the students decide whether a word has more a positive or negative feeling. Some groups may think thin is a negative word, but other groups might consider thin a positive word.

Help students point out similarities and differences. Continue examination and comparisons. If interchange develops between the groups, let it continue as long as it's profitable. Encourage students to speak one at a time. Leader can model active listening and can even ask a student if he can tell when another student is listening (only if it seems appropriate). Don't interrupt flow.

"Now let's count the pluses and minuses and compare. Did the girls give themselves more pluses than the boys gave the girls? etc,

"Let's exchange papers again so that we'll know what the other group wrote. Let's share our findings with the whole group.

Pass out list of professions and activities - one list to a group.

"We have another activity. Again the boys will work together and the girls will work together. You'll notice we have a list of professions and activities. Each group is to decide whether the profession or activity is for males only, females only, or for both. Place a check in the appropriate column.

When five minutes has elapsed, call time.

Leader explains structure.

"To compare these lists, let's use the fishbowl technique plus a couple of extra chairs in the inner circle. Let's have half the boys and half the girls (we'll need volunteers) in the inner circle. They'll be the speakers and will talk about their lists. The rest of us will listen, but any of the outside circle may join the discussion by sitting in one of the empty chairs. After finishing, that person should return to the outer circle. Now, let's hear about the lists.

Let the boys in the inner circle and and then the girls (or vice versa) explain how they decided on the checks. By using this structure, there is opportunity for the inner circle to be balanced between the sexes. Let the newcomer (in empty chair) remain as long as he is involved in discussing or responding. This technique may be disruptive, but it can be very constructive. Leader should help the

students become aware of their biases by expressing his own, if it seems appropriate. Encourage I-statements, expression of feelings, and responding. When this comparison has continued as long as it seems profitable, the leader gives another set of instructions. The empty chair technique can be continued or discontinued at leaders' discretion. Continue to encourage responding.

"Now the boys will form an inner circle while the girls sit on the outside and listen. The boys will complete the stem, I would like girls to see me as ----.

It's really immaterial as to whether boys or girls go to the inner circle first. The leader may want to put the most verbal group inside first.

"Now the girls will come inside and first reflect what they heard and then complete the stem, I would like boys to see me as ----.

Give the boys an opportunity to reflect and then get the group into one large circle for processing and debriefing.

"Let's form one large circle and talk about what we've done today. What's happening? How did you feel when someone disagreed with you? Were you listening in the same way when you knew the speaker disagreed with you? Could you tell whether someone was listening to you? Did you find yourself working on an answer rather than really listening and trying to understand how the other person was thinking and feeling? Did you discover anything new about yourself today? How did you feel when you came in here today? How do you feel now? What was your hi feeling of the hour? Your lo?"

	Male	Female	Both
dancer			
musician			
artist			
astronaut			
teacher			
principal			
counselor			
doctor			
pharmacist			
nurse			
medical technician			
lawyer			
engineer			
hair dresser			
barber			
store manager			
salesperson			
legislator			
psychologist			
police			
firefighter			
chemist			
physicist			

	Male	Female	Both
ecologist			
forest ranger			
social worker			
Navy			
Army			
Air Force			
Marines			
Coast Guard			
pilot			
civilian air patrol			
sewing			
cooking			
football			
tennis			
basketball			
soccer			
swimmer			
handball			
banker			
stock broker			
architect			
philosopher			
anthropologist			

COMMUNICATION LAB
FOR SECONDARY STUDENTS

Second Year - Third Group Meeting

Examining Strengths

OBJECTIVES

- To think about strengths
- To examine one's own strengths
- To decide which ones are important to each
- To realize it's okay to communicate good feelings about strengths

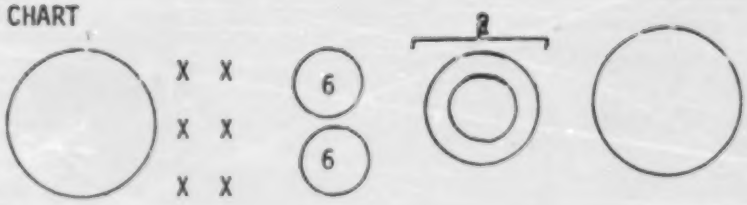
COMMUNICATION SKILLS TO BE EMPHASIZED

- I-statement and avoidance of use of third person
- Active listening

MATERIALS NEEDED

- Two copies each of the seven stems listed below with each typed on a strip of paper
- Excused absence permits

GROUP FLOW CHART



Notes for Leader	Comments of Leader
	"I have something prepared for us to do, but if anyone has something on his mind that he'd like to bring up, let's go ahead with that.
The leader brings with him the two copies each of the following stems which have been written on separate strips of paper and folded. He lets the student draw a stem. (Be sure the stems are numbered.)	"Last time we were talking about how we'd like boys (or girls) to see us. If this is the way you'd like to be seen, it must be something you think it's good to be. Today let's carry this idea a step further. I'd like for each of you to draw one of these pieces of paper. Let's read the paper silently and think about it for a moment.

1. Something I can do by myself that I feel good about

2. Something I am proud of

3. Something I was afraid to do but I did anyway

4. A time I needed help and asked for it

5. A difficult decision I made

6. I helped someone do something they couldn't do

7. A time all my friends decided one thing and I decided another

Seven sets of stems are included. The leader will count the number present and use only as many as he needs for each to have one, being sure two of each stem are distributed. If there's an odd number present, just add the extra person to one of the pairs (formed by matching the numbers of the topics).

" Now, let's form pairs according to the number on your paper. The 1's are a pair the 2's are a pair and so on. Both of us will have the same number. One of us will start and tell our partner what our topic reminds us of--something that we don't mind sharing later with the entire group. The listener will repeat what he's heard. Then we'll change roles.

Reflect and reverse.

When everyone has had a chance to be both a listener and a speaker, the leader explains structure for next activity. Two groups of approximately equal numbers are needed; however, pairs should not be separated. If there are two co-leaders,

"Now let's form two groups. Everyone who has the numbers 1, 2, 3, & 4 form one group; and numbers 5, 6, & 7 form another group. Each person will now share with his group what he heard his partner say.

one should be in each group. Encourage responding.	
	"I have another stem for us to think about. Let's think quietly for a minute. Something that I don't do well, but am learning to do better is ----.
To encourage active listening, this listening exercise can be highly structured as explained. If the leader doesn't want that much structure, he may merely emphasize responding.	"Anyone may complete the stem. Then let's have anyone else in the group to respond saying I heard you say ---- (and repeat what you heard) and then add and I feel this way about what you said ----.
After this portion, the leader should process what's been going on. The structure is still two separate groups.	"Let's see what's been said. Can anyone remember some of the things that we said? How did we feel when someone remembered what we said? Are there any similarities or differences in what we've heard? How did we feel talking about something we've learning to do better?
Go into in-out circle.	"Now let's all get together with one of our groups sitting in a small circle in the center of the room and the other group sitting around the outside. The inside group will be the talkers and will complete the stem, Something that someone did for me that made me feel good was----. Those on
Leader encourages responding.	the outside will listen.
Reverse.	"Now the outside group is to move inside and see how much they can remember of what they've just heard.
Encourage response.	"Now the new inside group will complete this stem I admire (look up to) people who----.
	"Let's give the outside group a chance to repeat what they've heard.
Process. Seek I-statements during processing.	"Now let's get into one large group and talk about what we've been doing today. What's happened? What have we done? Of all the things we've talked about today--you could call them strengths or skills--which are the most important to you? How do we feel about our own skills and strengths? How can I let someone know I want to hear about his strengths? What are some other ways to use this strength? What is keeping me from using my strengths to the fullest?
Debrief.	"Let's talk about our hi/lo feelings of today."

COMMUNICATION LAB
FOR SECONDARY STUDENTS

Second Year - Fourth Group Meeting

An Awareness of Similarities and Differences

OBJECTIVES

- To allow and facilitate an expression and awareness of individual and cultural differences and commonalities
- To utilize role playing as a problem solving technique

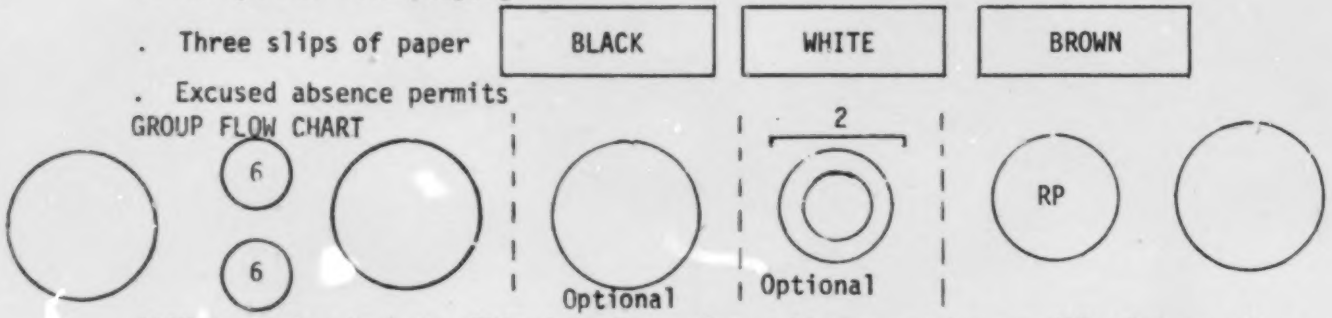
COMMUNICATION SKILLS TO BE EMPHASIZED

- I-statements
- Identifying and expressing feelings
- Discussing the act, not the person
- Hearing others express feelings and thoughts which might (might not) be in agreement with our own

MATERIALS NEEDED

- Script for role playing
- Three slips of paper
- Excused absence permits

GROUP FLOW CHART



***Note to Leader(s): This is a long plan. It may not be possible for you to complete the whole thing. Use only those parts which are applicable to your group. Do preserve the order given and choose carefully.

Notes for Leader	Comments of Leader
	"I have something prepared for us to do, but if anyone has something on his mind he'd like to bring up, let's go ahead with that.
Wait!!	"All of us are aware at times of being different or of being like others. Let's learn more about ourselves and each other today by looking at some differences and similarities.

A mixture of races and sexes is somewhat important. You may want to number off or split the group across the circle if this won't occur naturally.

"Let's get into groups of six. Everyone think for a minute about A time that I noticed I was different from others was----. Close your eyes and think. Try to remember the situation and how you felt. Don't share it with anyone yet.

Follow the same rules you give to the group members. Do not place a value (+ or -) on any contribution. No one has to share--no pressure is put on anyone to share.

"When you're ready, open your eyes. Whoever would like to share what you were thinking of and how you felt may do so. It's important to listen and try to remember what everyone says. Everyone's answer is right. There's no way to be wrong so long as each of us sticks to what we were thinking.

Some who did not share their own thoughts may be willing to reflect what others have said. That's progress. Reinforce their good listening.

"Let's all get together now and share what someone else said, looking at similarities and differences as we go along.

Use either a & b or c & d or all as time permits. Follow the same procedure here except that this includes whole group. Be sure to ask, when sharing is finished, who can remember what others said and what were the similarities or differences.

a. "Think for a minute now about Something that I like about being different is----. Who would like to share with the group?

b. "Think about Something that I don't like about being different is----. Anyone may share with the group.

In-and-out-circles.

c. "Let's return to our groups of six with one inner circle and one outer circle and talk about Something that I see others doing which is different from the way I act is----. You may say how you feel about this thing which someone does. Remember to talk about what he does, not the person.

Reflect and Reverse.

d. "Now let's change places to reflect what has been said and then complete the same stem. Those of us in the outer group will reflect what has been said.

The whole group is together.

"We have seen that we all feel different at times. Let's look now at a problem that most of us face at one time or another. We may face it in very different ways, but we still have a common problem. Perhaps we can find some new ways to solve it.

"We'll use role-playing to look at this problem. Role-playing is acting out a problem or a situation by two or more members of a group. In playing a part, it is important to try to talk and behave like you think the character would - and not to let your own emotions determine how you act. Don't play yourself.

Take the reading level of your group into consideration. Explain their parts verbally if necessary.

Use slips of paper of those races which are represented or decide upon the race yourself as you see appropriate. If it's more appropriate, use social groups (cowboys, hippies, etc.) instead of races.

See materials.

Debriefing of role-play with whole group. It's important to stay with feelings and I-statements.

Debriefing.

"May I have three volunteers to play out a situation for us? The basic idea of your part is written out for you.

"All three players are going to be the same race. We'll draw now to see which race they'll be.

"OK. You are all three _____. Here are the roles you will play. Think about this for a minute. You may step outside the door for a minute while I tell the rest of the group what the situation is.

Role-play.

"Who would like to express his own feelings about the role play? What would you have done differently had you been one of the players? What were the +'s and -'s in the resolution reached? What happened today? What kinds of things have helped us to see some +'s and -'s in our relationships?

"Let's talk about our hi/lo feelings of today."

MATERIALS

BLACK	BROWN	WHITE

- -

Player A

You are friendly with people of all races. You are good friends with several people of another race. You're not out to prove anything.

Two of your friends will try to convince you that you should stay more with your own race. You may argue from any standpoint you'd like. Here are some possibilities:

1) Everyone should be tolerant.

2) Race doesn't make any difference in friendships.

3) Maybe your two friends (B and C) ought to have more friends of other races.

No fair telling them to mind their own business.

Either party will succeed if the other accepts any of his arguments.

- -

Players B and C

Player A has friends of other races. You think he should be friends only with his own race. Try to convince him of this. You may use any argument you'd like. (Be cool and sneaky, intellectual, or just plain prejudiced.)

Either party will succeed if the other accepts any of his arguments.

Adapted from: You! Crisis Resolution Games.

COMMUNICATION LAB
FOR SECONDARY STUDENTS

Second Year - Fifth Group Meeting

Communication

OBJECTIVES

- To role-play situations so individuals may identify positions taken in transactions
- To improve problem solving techniques by suggesting alternate positions members may take in transactions
- To practice "declaring" in specific situations

COMMUNICATION SKILLS TO BE EMPHASIZED

- Using first person (I-statements) when sharing
- Responding to group members
- Expressing feelings
- Speaking directly to each other

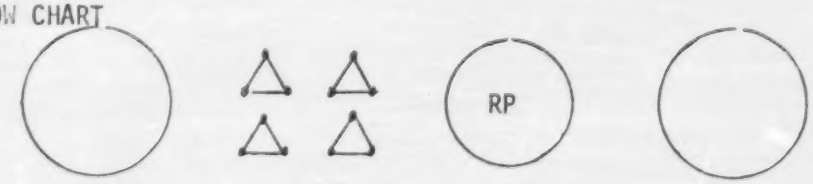
MATERIALS

- Sheets of paper (one for each group of three) with the following written on each:

1. Defer (I'll do it your way.)
2. Demand (I insist you do it my way.)
3. Defect (I quit, I'm leaving.)
4. Declare (I state facts, you state facts and then each decides.)

- Poster with above on it
- Excused absence permits

GROUP FLOW CHART



Notes for Leader	Comments of Leader
	"I have something prepared for us to do, but if anyone has something on his mind he'd like to bring up, let's go ahead with that .
Leader should read about four positions in Appendix II before beginning. See four points on previous page. Present the poster at this time and explain the four positions.	"Today, let's consider some ways of working out things when we disagree. When we talk with each other, we take one of four basic positions. "If both of us declare then we can usually solve problems. The purpose of going into this is to give us some practice in declaring because this is the place where everyone wins. "Let's divide into groups of three and wait for the rest of the instructions.
Co-leaders should float to check the groups. They may need to become part of a group temporarily or permanently.	
	"One student will serve as the observer, one as a student (himself), and one as the other person. "The piece of paper with the four positions should always be in the hands of the person serving as observer. "Each of you will have a chance to be observer, student, or other person. "Don't take too long with any situations; each should have a turn. "The one playing himself will think of a problem he has with any other person (another student, a parent, a teacher, etc.) and give the other person a bit of information about the situation so that he will know the responses to make. "The two role-play the situation while the observer listens. After they have role-played, the observer should help the student identify the position he took, and help him take a '4' position by offering alternatives.
Leader should realize that some of the situations will not be resolved and encourage students to go ahead and change roles.	

After 15-20 minutes of role-play the leaders should get students into large group.

"Stop the role-play you are now doing. Let's form one large group.

"Would anyone like to role-play again (for the entire group) a situation that your group of three did not resolve?

Leader encourages others in group to make suggestions.

"Could someone identify positions being taken or suggest alternatives?"

Continue discussion; it is hoped that someone will mention that some people who sound like "4's" really aren't; some people use the "4" position to "get their way (2)."

Process and debrief.

"Now let's process. What happened in the group today? What are the positions or stances we take when talking with others?

"Let's debrief. What was a hi and lo for you? How did you feel about the group?"

COMMUNICATION LAB
FOR SECONDARY STUDENTS

Second Year - Final Group Meeting

Sharing

OBJECTIVES

- To express feelings
- To deal with separation (if appropriate)
- To evaluate the group experience
- To think about transfer of learning from the group to other situations

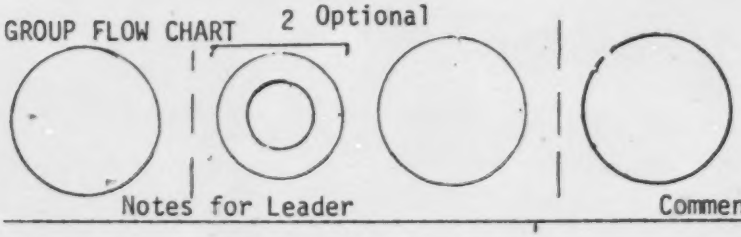
COMMUNICATION SKILLS TO BE EMPHASIZED

- I-statement
- Active listening

MATERIALS NEEDED

- Leaders' notes from previous meetings (see Appendix III)
- Excused absence permits

GROUP FLOW CHART



Notes for Leader	Comments of Leader
The leader needs to be "heads up" during this last session so that he can be aware of any separation anxiety that the group or any individual is experiencing. This anxiety may be openly expressed but is more apt to be manifested by the group's getting off task or by not wanting to do anything. Not only should the leader be sensitive as to where the group is, but also sensitive as to where his own feelings are as regards separation. To open, the group is in one large circle.	

It's important that the leaders have kept notes on the first five sessions. They need to mention some specific information about each meeting but without mentioning any names.

"Today is our last meeting. Let's think for a little while about our last five meetings. Let's close our eyes and try to remember these sessions. Think about the first time we met. We talked about - - - -. Do you remember how you felt that first time? Was there something you learned that day or something you became aware of again that you would like to share with the group in a minute? Try to file that thought and now let's think about our second meeting during which we expressed boy and girl feelings. We talked about - - - -.

The leader will review all five meetings and each time ask 1) How did you feel? 2) What did you learn or become aware of again?

After all five sessions have been reviewed, leader continues.

"Does anyone want to share anything he thought of as we reviewed our last five sessions?

Leader should note which sessions are mentioned and which are not.

If it seems appropriate, an immediate processing might be used here - especially if it can be used incidentally. Example: "I notice we are using I-statements" or "We are talking not only about what we did but also about how we felt."

Leader, again "heads up," needs to think about whether the group is into this experience. If they are getting off task or are doing nothing, he might want to go into this structure. Otherwise continue with plan following this insert.

- - - -

Groups change places. New inside group reflects.	"Let's reflect what we just heard.
One large group formed.	"Let's form one group now and talk about the feelings we've been expressing. What are the similarities and/or the differences of these feelings when compared with our feelings of today?

- -

If the leader decides that the stems about moving day and weekend (the alternative within the dotted lines) are not needed, he can omit them and move on, with the group in one large circle.	"Let's spend some time talking about our feelings about this group experience. We'll do this by completing several stems. Let's remember to respond to each other. If I had another opportunity to be in a communication group, I - - - -.
Emphasize responding.	"I think communication groups would be improved if - - - -.
	"It made me feel good when someone else in the group - - - -.
	"It made me feel good when I - - - -.
Processing and debriefing.	"Now let's talk about what we've been doing. What's happened today? How was today different from our other meetings? How do we feel now? What were our feelings at the beginning of today's meeting? What were our feelings at the beginning of our first meeting?
The leader can use his discretion about asking students to think about and answer these questions: What kind of person did I think you were that first day?"; "How do I see you now?"	
Hopefully, students will talk about communication skills and the transfer of this learning to other situations.	"What can I do with what I've learned in these six weeks? How have I practiced what I've learned?
	"What are our hi/lo feelings of today? Of entire six weeks?"

GLOSSARY

Communication Skills. See Part III of Rationale.

Cycle. See Part IV, Section C, 3 of Rationale.

Debrief. In this Game-Plan, to debrief is to discuss not only items included in processing (see below) but also to include a discussion or a sharing of attitudes and feelings. Hi/lo feedback (see below) is part of debriefing.

Dumping. The act of telling someone off, usually in a very judgmental fashion.

Excused Absence Permits.

> Excused Absence Permit Date_____
>
> To:_____(teacher)
>
> _____ was excused from class during _____ period today to participate in a regularly scheduled discussion group.
>
> Principal_____

Feedback. Information one person gives another concerning the effect of the other's behavior on him. The term can be applied to information an individual gives to a group concerning the effect of the group on him. This is the term applied to the process used by group leaders to critique each other at the end of a group meeting.

Flow. In this Game-Plan, flow is used to mean the physical movement of the participants (see Flow Chart for each session) and also to mean the movement of the emotional level and content of a session.

Game-Plan. A term affectionately applied to these structured plans by the persons who developed the plans.

Hi/lo Feedback. A technique used in debriefing. In hi/lo feedback, the members are asked to think of something that happened during the session that made them feel especially good and something that made them feel not-so-good. See Part IV, Section E, 7, f of Rationale.

Inner and Outer Circles. See Part IV, Section C, 3 of Rationale.

Overload. So much information coming that the recipient cannot assimilate it.

Process. In this Game-Plan, to process is to discuss fact, content, or techniques used.

Reverse. In the Game-Plan, reverse is used to mean a change in roles or directions and a repetition of a technique. Example: In dyads of a speaker and listener, the directions are often "Reflect and Reverse" which means that after the speaker has completed talking, the listener reflects (repeats what he's heard) and then the process is reversed. The listener becomes the speaker and the speaker becomes the listener, and then the listener in turn reflects. The word reverse is also used when inner and outer circles change places and roles. See Part IV, Section C, 3 Rationale.

Role-play. See Appendix I.

Sentence Stems. A partial sentence which group members are asked to complete. Example: "When I see two people fighting, I----."

Transactional Analysis. See Appendix II.

APPENDIX I

ROLE-PLAY

For a detailed discussion of role-play, Role-Playing Methods in the Classroom and You! Crisis Resolution Games (see Bibliography) are recommended.

In using the Game-Plan the following suggestions concerning role-play are made:

1. Encourage a person to play the "other" person in his role-play and not to play himself. It is important not to allow personal emotions to interfere with the way he plays a role. An exception is made in the Second Year - Fifth Group Meeting. Group members are given an opportunity to play themselves in this instance. This is done so that they may examine the effect of their behavior upon another person. The important point here is that an individual know when he is playing a role and when he is playing himself and that he make a strong effort to separate the two. Each player should attempt to simulate as closely as possible the behavior of the person he's playing. This is one of the prime differences between the constructiveness of role-playing and the humor of skits.
2. Players should try to simulate reality and not to digress into other areas.
3. Try not to use role-play situations in which the players are currently deeply emotionally involved with each other; e.g., The role-play of an argument in Mrs. Jones' class an hour ago may become a rekindling of that argument if both actual participants or their friends are present.
4. Try to preserve the anonymity of the other people in the role-play; that is, a teacher, not Mrs. Jones.
5. Always ask each person how he felt in his role.

6. Always give the observers an opportunity to give their reactions to the role-play.
7. For variety, group members may be asked to watch a specific person in a role-play and to give that person feedback following the role-play.
8. Always debrief the role-play, asking such questions as (a) Which players were successful in attaining their objectives? (b) What contributed to the success or failure of each? (c) What could be done differently to reach a more positive resolution of the situation?
9. Whenever possible, offer an opportunity to replay a situation.

APPENDIX II

Points of Transactional Analysis (T.A.)

I. Definition of T.A. - Transactional Analysis is looking at the interactions which occur between individuals.

II. Discussion of positions/stances

A. Interactions involve positions or stances taken by individuals. Transactions may result in conflict because the individuals are unaware of the positions taken.

B. Four positions are described in the following:

1. Defer: I do it your way; I lose; I don't count, you count. This person cancels himself out.

2. Demand: I insist you do it my way; you'll do it my way; you lose; I count, you don't count. This person cancels out the other person.

3. Defect: I quit, I'm leaving; we both lose; I don't count, you don't count. This person cancels out himself and the other person, too.

4. Declare: I state facts, I listen to your facts and then each decides; let's consider the facts and each decide; nobody loses; I count, you count. This person states his wishes and listens to the other person's wishes. Together, they discuss the situation considering all the available data and alternatives. Each then decides for himself; each must make a choice and state one choice.

III. There are three ego states or three parts of an individual which are separate and distinct sources of behavior. Each ego state may be

present in an individual regardless of the individual's age.

A. Parent Ego State

1. The parent ego state has two basic functions:

   a. One is nurturing, taking care of the young and protecting them. This is a good and necessary function, even though it can be overused to the point of being smothering and over-protective.

   b. The other function is to act prejudicially and critically. This also can be overused, filling the person in that ego state with many inappropriate "Do's" and "Don't's."

2. Non-verbal Cues include the pointing index finger, foot-tapping, hands on hips, arms folded across chest, sighing, patting on the head.

3. Verbal Cues include "I am going to put a stop to this once and for all"; "I can't for the life of me..."; "If I were you...." The two words should and ought are often used.

B. Adult Ego State

1. The Adult ego state is oriented toward objective gathering of information. The Adult processes data and computes the probabilities which are essential for dealing effectively with the outside world.

2. Non-verbal Cues are difficult to identify. The Adult face indicates the person is listening by continual movement of the face, eyes and body.

3. Verbal Cues include such words as what, where, when, who, and how.

4. An important task of the Adult is to regulate the activities of the Parent and the Child ego states and to mediate objectively

between them.

C. Child Ego State

The Child is exhibited in two forms:

1. The adapted Child is one who modifies his behavior under the Parental influence.
2. The natural Child is a spontaneous expression: rebellion or creativity.
3. Non-verbal Cues include tears; pouting; temper tantrums; high-pitched, whining voice; shrugging shoulders; downcast eyes; teasing; squirming.
4. Verbal Cues include "I wish..."; "I want..."; "I dunno"; "I'm gonna..."; "I don't care..."; and "I will."
5. In the Child reside intuition, creativity and spontaneous drive and enjoyment.

The information on transactional analysis is a compilation of material from works by Berne, Ernst, Harris, James and Jongeward, Narciso, and Satir (see Bibliography).

SAMPLE COPY

APPENDIX III

COMMUNICATION LAB
FOR SECONDARY STUDENTS

_____Year - _____Meeting Leader Feedback

_____
Date

PURPOSE

. To be used as a spring board for discussion between co-leaders following each session

. To be used to tie all previous information together to facilitate the objectives of the last group meeting

HI/LO

. What are your hi feelings concerning this group session?_____

_____

_____
(Use back if necessary.)

. What are your lo feelings concerning this group session?_____

_____

_____
(Use back if necessary.)

CONFIDENTIAL NOTES TO MYSELF: (You might want to note content of discussion or some reactions here, you own or another's. Example: "Mary seemed especially quiet." Caution: Do not leave sheet where students could read them.)

_____

_____

_____

_____

SAMPLE COPY

APPENDIX IV

COMMUNICATION LAB
FOR SECONDARY STUDENTS

Final Feedback on _____ Year Meetings

Please mail to one of the editors of this Game-Plan
c/o Austin Independent School District, Austin, Texas

PURPOSE

. To provide information for revision of game plans and writing of additional levels

COMPOSITION OF GROUP

Girl-boy balance? ___Yes ___No. If no, specify membership and rationale for it. _____

_____

Ethnic balance? ___Yes ___No. If no, specify membership and the rationale for it. _____

_____

MECHANICS

If you respond with a "no" on any of the following, please specify your reasons in the space provided and on the back if necessary. Be sure to identify the plan and page number where applicable.

Were the instructions and/or the statements to be used clear? ___Yes ___No

_____

_____

Were the plans for each meeting of an appropriate length? ___Yes ___No

_____

_____

Were the activities within each plan sequenced appropriately? ___Yes ___No

Were the plans sequenced appropriately? ___Yes ___No

Were the plans appropriate for the age group? ___Yes ___No

Did you follow the entire structure for each plan? ___Yes ___No

Were there any plans particularly difficult to use? ___Yes ___No If yes, please specify what made them so.

CONTENT

Did each of the plans facilitate meeting of the objectives stated? ___Yes ___No

Would you like to see an addition made to any of the weekly plans? ___Yes ___No If yes, specify.

Deletion? ___Yes ___Np Specify if yes.

Other change? ___Yes ___No Specify if yes.

Would you like to see an addition to the entire grade level plan? ___Yes ___No If yes, specify.

Deletion? ___Yes ___No If yes, specify. _____

_____

Other change? ___Yes ___No If yes, specify. _____

_____

Will you use this set of plans again? ___Yes ___No _____

Can you see an increase in the use of communication skills by students from the first meeting through the last? In the group? ___Yes ___No Outside of the group? ___Yes ___No

DEMOGRAPHIC DATA

_____	_____	_____
Date begun	Date finished	School
_____	_____	_____
Level	Age of group	City

How many structured groups such as this have you led? _____ Age of group? ____

Have you had any other group leadership training? ___Yes ___No If yes, specify. _____

_____

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